PE Funding Evaluation Form







Images courtesy of Youth Sport Trust

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2023/24.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

association for Physical Education
YOUTH SPORT TRUST

Review of last year 2023/24

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend

What went well?	How do you know?	What didn't go well?	How do you know?
Pupils understand the importance of daily exercise and how to set themselves challenges to be the best they can be. Provided sport CPD for staff which provided consistently high standard of teaching. Daily lessons across a two-week intensive swimming course.	Pupils thoroughly enjoy all physical activities being offered e.g. EYFS accessing their outdoor area for a sustained amount of time each morning. During observations they are engaged, motivated and we have full participation. They can confidently respond to a range of activities and can be physically active for at least 30 minutes each day. Staff confidence, knowledge and skills in a range of sporting activities has increased. The pupils in turn are more skilled and confident in many areas of PE and Sport. The impact of going daily for two week was huge. The achievements and progress in swimming made was exceptional. 79% (11/14 met the national standard). 3 children now swimming at county level and competitive level.	Purchasing of different sports/gym equipment.	Limited equipment not purchased as transport costs exceeded original plan. Audit of equipment to be carried out and purchased this academic year 24/25.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Encourage all children to engage with an active 10 minutes at the start of each day to boost readiness to learn.	Teaching assistants/teaching staff, specialist PACES coaches to provide active opportunities for all children. Praise given as more pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Ensure equipment is stored appropriately and managed for longevity of use.
Regular observations and discussions taking place with the specialist coaches.	Supportive planning between Sports specialist teacher and non-specialist teachers. Teachers and TA's showing more confidence and with a higher awareness of resources to deliver effective PE, supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.
Extend sporting opportunities for pupils.	Working in collaboration with the PE leads across Worcestershire with the support of Ben Robertshaw, to ensure there are equal opportunities for children of all ages and abilities both competitive and for enjoyment and fun. Plan using the School Games calendar, which events we will attend and work towards. 1. Children of all ages to have access to a range of after school clubs. 2. Children from different year groups to take part in competitive sport. 3. Children from each year group to attend sporting festivals for fun and enjoyment
Enhance sports equipment.	Further audit to be completed when considering the purchase of new equipment for PE and lunchtime. 1. Children to have access to a wider variety of equipment and resources to support active play at lunchtime. 2. Purchase sport specific equipment to be used during PE lessons.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What **evidence** do you have or expect to have?
Increased levels of fitness/gross motor skills in all pupils. Equal opportunities are provided for children of all ages and abilities, including opportunities for both competitive and fun sport. Events planned both within the local area. 100% of pupils receiving specialist teaching/coaching. By auditing current provision we aim to have a positive impact on what is currently available at lunch time and that there is greater availability of equipment for PE lessons. Enabling greater sporting opportunities and continued practice with sport specific equipment. Sustainability will depend on how robust the equipment is. Assessment to be used to positively impact pupils by providing additional input/intervention for those who are struggling. Positively impacting those who are exceeding by sign posting them to external opportunities.	• School Games events calendar annotated and evaluations completed. Year calendar created to identify events that children will attend and ensure there are opportunities for all. • Pupil Voice questionnaire collected before purchasing new equipment, look at how this has changed after purchasing new equipment. What do pupils think? Keep a record of equipment that is purchased. • Assessment grids to be collected at the end of each half term for units of work. • Greater percentage of pupils accessing external sporting opportunities

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
We have seen an increased level of fitness and concentration levels in all children following 10-30 minute exercise activities at the start of the day. We have attended many of the Worcestershire School Games activities and have been placed in many of the competitive results despite being a small school. As a school we have also progressed from a Gold Award to Platinum Award for participation this year. 100% of our pupils received specialist teaching/coaching with extra support provided by a specialist coach to children working towards the expected standard. Increased physical activity is seen during unstructured times of the day e.g. playtime and lunchtime but sustainability of resources is an area requiring further support.	• An increase in pupils' attainment in PE seen by termly assessment grids • An increase in pupils' physical activity levels • An increase in the number of pupils participating in school sport (absence reports) • An increase in the number of pupils participating in extra-curricular activities (after school club registers) • An increase in pupils' attainment in swimming and water safety (100% of pupils in year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres, 80% of pupils in year 6 cohort can use a range of strokes effectively e.g. front crawl, backstroke, and breaststroke, 100% of pupils in year 6 cohort can perform safe self-rescue in different water-based situations) • School Games events calendar annotated and evaluations completed. Platinum Award received. • Assessment grids completed at the end of each half term for units of work. • A greater percentage of pupils accessing external sporting opportunities including football clubs, dance academies, swimming, gymnastics and rugby clubs.